



BRISBANE ADVENTIST COLLEGE

Senior Student

Info

Guide

2019 2020

Years 11 & 12

CONTENTS

Introduction	2
General Information about Senior	3
Australian Tertiary Admission Rank (ATAR)	4
Queensland Certificate of Education (QCE)	5
Procedure for Course Selection	6
Senior Subjects.....	9
Prerequisites for General Subjects.....	10
Senior Compulsory Subjects	
Encounter	12
English or	13
Essential English	15
Essential Mathematics or.....	17
General Mathematics or	19
Mathematics Methods	21
Senior Elective Subjects	
Accounting.....	23
Aquatic Practices	25
Biology	27
Chemistry	29
Design.....	31
Digital Solutions.....	33
Drama	35
Economics	37
Engineering.....	39
Food and Nutrition.....	41
Industrial Technology Skills	43
Legal Studies.....	45
Media Arts in Practice	47
Modern History	49
Music	51
Music Extension	53
Physical Education.....	59
Physics	61
Specialist Mathematics	63
Sport and Recreation	65
Visual Art	67
TAFE Studies	69
School of Distance Education	70
Senior Co-Curricular Participation	
Chapel and School Sport	71
APPENDIX: Senior Subject Selection Form.....	Appendix 1
APPENDIX: Glossary and Useful Websites	Appendix 2
APPENDIX: Valid and Reliable Senior Assessment.....	Appendix 3

INTRODUCTION

What an exciting time in a student's life – mapping a course for the future! This booklet is designed to provide students and parents with valuable information to inform selection of subjects for Years 11 and 12. Our careers advisor, subject teachers, and administrative staff are available to provide assistance as these important decisions are made.

As the senior years of school are aimed at tertiary preparation, it is important to consider which combination of subjects need to be undertaken. In Years 11 and 12, students are required to study Encounter, English and Mathematics; they also choose four additional subjects from the elective lines that encompass the Learning Areas of Health and Physical Education, Humanities, Science, Technologies, and The Arts. All students participate in weekly co-curricular programs including Chapel and Sport.

There are three pathways that can be followed through the senior years of schooling:

Option 1: University/Tertiary

Students who are pursuing a university/tertiary pathway can follow an academic track that includes five General subjects or four General subjects and one Applied subject. This pathway is ideal for students who want to exit Year 12 with an Australian Tertiary Admission Rank (ATAR) and have planned a tertiary pathway to either University or Technical and Further Education (TAFE). This option may also include a student participating in a Tertiary Enhanced Studies Program.

Option 2: Mix

Students who are unsure about the direction of their future study or vocational goals may pursue a combination of both General and Applied subjects while studying Year 11 and 12. This may mean a selection of four General subjects and one Applied subject to remain ATAR eligible. However, a student could take a selection of General and Applied subjects if they choose to be ATAR ineligible.

Option 3: Early Start

Students who are not pursuing a university/tertiary pathway can get an early start on their career while still at school. They will need to identify their interests in vocational and educational training and enrol in an external course of study. This pathway is ideal for students who want to choose the Applied subjects offered on each subject line, as well as pursuing TAFE or a school-based apprenticeship or traineeship.

At the end of Year 12 students will receive a Student Education Profile which consists of a:

- Statement of Results.
- Tertiary Entrance Statement, if you are eligible for an ATAR score.
- Queensland Certificate of Education (QCE), if eligible.

GENERAL INFORMATION ABOUT SENIOR

The College offers a wide range of subjects (including our special character subject Encounter) which cater for the differing needs of students at senior level.

There are three types of subjects offered at Year 11 and 12 level:

1. **General subjects** are syllabuses that have been developed by the Queensland Curriculum and Assessment Authority (QCAA). Results in General subjects contribute to the calculation of ATAR which is used for entry to university. When successfully completed, each subject contributes four credits towards the QCE.
2. **Applied subjects** are syllabuses that have also been developed by the QCAA. When successfully completed, each subject contributes four credits towards the QCE. One Applied subject taken by a student can contribute to the calculation of an ATAR score. These subjects are *italicised* on the Senior Subject Selection Form. A student who is not considering university as part of their career path would usually choose Applied subjects.
3. **Vocational courses** enable you to earn credit towards a recognised Vocational Education and Training (VET) qualification. When successfully completed they also contribute credits towards the QCE. VET qualifications, or the credit towards a qualification, are recognised by industries across Australia under the Australian Qualifications Framework (AQF).

Alternate pathways are also offered at BAC. Students may co-enrol at a TAFE or university and get an 'Early Start' on a career or special interest. There is flexibility for students doing one of these options to do fewer subjects and have more 'study time' to make up for time/days spent at TAFE. Students with a practical rather than academic orientation are strongly encouraged to consider these options. Please contact the Careers Advisor if you would like more information.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Before attempting to select the subjects, students need to consider whether they wish to go to university. To gain entrance to university at the completion of school, students need to obtain an ATAR. An ATAR is a percentile score calculated by the Queensland Tertiary Admissions Centre (QTAC). There are 2000 possible scores ranging from 'less than 30' to a maximum of 99.95 with increments of 0.05. The ATAR denotes a student's ranking relative to their peers upon completion of their secondary education.

It is possible for students to gain entry to university through other means, e.g. via a TAFE diploma or mature-aged entry. These options can be discussed with our Careers Advisor.

If a student is quite sure they wish to leave school after Year 12 and go directly into employment, apprenticeship or to TAFE, it is not necessary to receive an ATAR.

Minimum Requirements to Gain an ATAR

To be eligible to receive an ATAR, a student, throughout Year 11 and 12, must:

1. Complete and pass an English subject and
2. Complete 5 General subjects or
3. Complete 4 General subjects and 1 Applied subject or
4. Complete 4 General subjects and a VET course at AQF Certificate III or above

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Put very simply, if a student passes five subjects (including Mathematics and English) over the course of Years 11 and 12, they will receive a QCE. A total of 20 credits is required to obtain a QCE. The number of credits a student earns for any particular subject is equal to the number of semesters completed successfully. In essence, a student achieves 1 credit when passing Unit 1, 1 credit when passing Unit 2 and 2 credits when passing Units 3 and 4 as a pair. **Since Units 3 and 4 offer credits as a pair, students will not be able to change subjects throughout Year 12.**

A student must also meet the literacy and numeracy standards. Literacy standards are met upon satisfactory completion in Unit 1 or Unit 2 or a C grade or better in a Unit 3 and 4 pair within any English subject. Numeracy standards are met upon satisfactory completion in Unit 1 or Unit 2 or a C grade or better in a Unit 3 and 4 pair within any Mathematics subject. There are alternative ways to gain the literacy and numeracy requirements as well.

Please check the QCAA website

https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_requirements.pdf?utm_medium=email&utm_campaign=Senior+pathways+Update+July+2018&utm_content=QCE+requirements+factsheet+link&utm_source=www.vision6.com.au for complete details and requirements of the QCE. There is also a hard copy of this brochure in the Year 10 pack handed out at the Year 10 Information Evening.

PROCEDURE FOR COURSE SELECTION

BAC Process

- Senior Education and Training (SET) Plan
- Senior Student Careers and Tertiary Study Expo at BAC
- Year 10 Information Evening
- Fill out, sign and return the **Senior Subject Selection Form**



① Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?

I plan to do further study

I'd like to learn a trade

I want to find a job

What learning options will get you there?

- | | |
|--|--|
| <input type="checkbox"/> QCAA General subjects | <input type="checkbox"/> school-based apprenticeships and traineeships |
| <input type="checkbox"/> QCAA Applied subjects | <input type="checkbox"/> university subjects completed while at school |
| <input type="checkbox"/> QCAA Short Courses | <input type="checkbox"/> workplace learning |
| <input type="checkbox"/> vocational education and training (VET) courses | <input type="checkbox"/> recognised certificates and awards |

② Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.



③ Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

④ Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snrs-assessment-te.
- Check the QTAC website for eligibility requirements.

PROCEDURE FOR COURSE SELECTION (continued)

Changing Subjects

BAC seeks to ensure that students study courses that are most satisfying and fulfilling to them. Good initial decisions regarding subject choice are therefore important. On some occasions, however, students may decide that they would benefit from studying a different subject. This needs to be done in Year 11. **Subjects cannot be changed during Year 12 as this impacts QCE credits and possibly QCE eligibility.**

Subject change application forms are available in SEQTA Documents. An application will only be considered:

- within the first three weeks or at the end of either Unit 1 or Unit 2
- under exceptional circumstances with the approval of the Student Learning Team

Approval is dependent upon:

- a position being available within the class
- the student's academic performance
- the student's behavioural record
- a willingness to catch up on work missed

Assessment

In essence QCAA requires all assessments to be submitted for each subject undertaken. This is very important to understand as QCAA records Unit 1 and Unit 2 as 'satisfactory' or 'unsatisfactory'. If an assessment is not submitted, an 'unsatisfactory' result will be recorded. This could affect QCE eligibility.

QCAA also outlines that "in cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date." The consequences of missed learning and assessments is likely to have a significant negative impact on results.

Extension request forms are available in SEQTA Documents, and need to be completed in advance of the assessment being due. Extensions will only be considered when there are extenuating circumstances such as illness (provided a medical certificate is received) or unavoidable circumstances affecting the family, such as bereavement.

It is not appropriate for internal exams to be set at different advertised times for equity and security reasons.

QCAA sets the external exam dates. Students must sit their exams on these dates.

PROCEDURE FOR COURSE SELECTION (continued)

Special Provision

Special provision is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.

BAC endeavours to help all students have a fair and equitable opportunity with regard to their assessments. Therefore, special provision may be considered for the following reasons:

- medical - chronic illness, short term illness, accident, psychological
- disabilities
- personal trauma
- ESL – English as a Second Language
- excessive **SCHOOL RELATED** commitments

Eligible students may be entitled to adjustments such as large print examination materials, rest breaks, additional time, and alternative examination location. Students who would like to apply for Special provisions for an assessment are to apply to the Senior Learning Team.

Learner Unique Identifier (LUI)

The QCAA uses a code called a Learner Unique Identifier for each student in Years 10, 11 and 12. This is commonly called a LUI.

The LUI is used for:

1. Banking credits with QCAA when a student completes activities out of school that contribute credits towards their QCE. For example, completing a Grade 6 music exam with AMEB will contribute one credit towards the student's QCE.
2. QCAA has a website called Student Connect - <https://studentconnect.qsa.qld.edu.au> The LUI and a password enable the student to login to this website and see the credits recorded towards their QCE. The website also enables the student to see a variety of information for planning tertiary study and their career.

The student's LUI and a temporary password are provided by the College. Upon logging into Student Connect for the first time, the student will be prompted to change the password. The new created password will then need to be remembered for future use of the website.

SENIOR SUBJECTS

In Years 11 and 12, students can choose from the following list of Subjects and Vocational Courses.

Subjects and Vocational Courses		
Accounting <i>Aquatic Practices</i> Ancient History * Biology <i>Business Studies</i> * <i>Certificate I, II, III in Business</i> * <i>Certificate II in Financial Services</i> * <i>Certificate I & II in Information, Digital Media and Technology</i> * <i>Certificate I & II in Skills for Work and Vocational Pathways</i> * <i>Certificate III in Accounts Administration</i> * <i>Certificate III in Early Childhood Education and Care</i> * Chemistry Chinese * Design	Digital Solutions Drama Economics Engineering English <i>Essential English</i> <i>Essential Mathematics</i> Food and Nutrition French * General Mathematics Geography * German * Health * <i>Information and Communication Technology</i> * Japanese * Legal Studies <i>Industrial Technology Skills</i> Mathematical Methods	<i>Media Arts in Practice</i> Modern History Music Music Extension – Composition Music Extension - Musicology Music Extension – Performance Physical Education Physics Psychology* <i>Science in Practice</i> * <i>Social and Community Studies</i> * <i>Sport and Recreation</i> Spanish * Specialist Mathematics Visual Art <i>Visual Art in Practice</i> *
General subjects are syllabuses that have been developed by the QCAA. Results in General subjects can count in the calculation of ATAR, the most common selection device used by the tertiary sector.		
Applied subjects (shown in the above list in italics) are syllabuses that have been devised by the QCAA. One result only in an Applied subject can count in the calculation of ATAR, while all Applied subjects taken and successfully completed contribute four credits each towards the QCE.		
Vocational Courses (shown in the above list as Certificates) enable you to earn credit towards a recognised VET qualification. When successfully completed they also contribute credits towards the QCE. VET qualifications, or the credit towards a qualification, are recognised by industries across Australia under the AQF.		
Note: Subjects with an '*' are available to BAC students through Schools of Distance Education. Some conditions, restrictions and costs are associated with this mode of study.		

PREREQUISITES FOR GENERAL SUBJECTS

In order to study General subjects, students must meet the prerequisites on the next two pages. The Student Learning Team reserves the right to take into consideration other factors that may impact upon a student's ability to otherwise have met these prerequisites. These will be considered by individual application to the Student Learning Team.

Subjects	Prerequisite (Compulsory)	Highly Recommended
Accounting	Min of a C in Yr 10 English	Min of a C in Yr 10 Economics & Business
Ancient History *	See SDE handbook	
Biology	Min of a C in Yr 10 English Min of a C in Yr 10 General Maths Prep Min of a C in Yr 10 Science Min of a B in Yr 10 Science (Core)	
Chemistry	Min of a C in Yr 10 English Min of a C in Yr 10 Math Methods Prep Min of a C in Yr 10 Science	Be studying Yr 11/12 Mathematical Methods
Chinese *	See SDE handbook	
Design	None	
Digital Solutions	None	Min of a B in Year 10 Digital Technologies
Drama	Min of a C in Yr 10 English	Min of a C in Yr 10 Drama
Economics	Min of a C in Yr 10 English	Min of a B in Yr 10 English
Engineering	Min of a B in Yr 10 Engineering Technology	Min of a B in Yr 10 Mathematical Methods Prep
English	Min of a mid C in Yr 10 English	
Food and Nutrition	Min of a C in Yr 10 English	
French *	See SDE handbook	
General Mathematics	Min of a C in Yr 10 General Maths Prep	
Geography *	See SDE handbook	
German *	See SDE handbook	
Health *	See SDE handbook	
Japanese *	See SDE handbook	

Subjects	Prerequisite (Compulsory)	Highly Recommended
Legal Studies	Min of a C in Yr 10 English	Min of a B in Yr 10 English
Mathematical Methods	Min of a C+ in Yr 10 Mathematical Methods Preparation with at least a C in the proficiency strand Problem Solving and Reasoning	
Modern History	Min of a C in Yr 10 English	Min of a B in Yr 10 English Min of a B in Yr 10 History
Music	Min of a C in Yr 10 English	Min of a C in Yr 10 Music
Music Extension - Composition	Completed both semesters of Yr 11 Music with a minimum C standard and and be enrolled in Yr 12 Music	
Music Extension - Musicology	Completed both semesters of Yr 11 Music with a minimum C standard and and be enrolled in Yr 12 Music	
Music Extension - Performance	Completed both semesters of Yr 11 Music with a minimum C standard and and be enrolled in Yr 12 Music	
Physical Education	Min of a C in Yr 10 English and HPE	To have completed one Academy HPE class in Year 9 and 10
Physics	Min of a C in Yr 10 English Min of a C in Yr 10 Maths Methods Prep Min of a C in Yr 10 Science Must also study Yr 11/12 Mathematical Methods	
Psychology*	See SDE handbook	
Spanish *	See SDE handbook	
Specialist Mathematics	Min of a C+ in Yr 10 Mathematical Methods Prep with at least a C in the proficiency strand Problem Solving and Reasoning Must also study Yr 11/12 Mathematical Methods	
Visual Arts	None	Min of a C in Yr 10 English
Note: Subjects with an '*' are available to BAC students through the School of Distance Education (SDE). Some conditions, restrictions or costs may be associated with this mode of study.		

ENCOUNTER

'Special Character' compulsory subject

This certificate course is not only unique to Year 11 and 12, but also to BAC. In this two-year program, eight modules are completed (one per term).

Students will be encouraged in their exploration and relationship with God through a study of both Old and New Testament. Themes that will be explored throughout the course include: leadership, religious citizenship, life choices, and understanding God's plan for our lives.

Structure

Module 1	Module 2	Module 3	Module 4
This module examines the Book of Hosea, seeking to understand the quality of love that God had been endeavouring to make clear since creation to His creatures. Ultimately, the story of Hosea is about a God will go to any 'extreme' to win His people back to Himself.	This module will examine the life of David, and other Biblical, historical and contemporary characters, with the aim of identifying those traits that allowed an unashamed faith in their God, despite their frequent inglorious exploits and misdemeanours. The challenge will be given for students to adopt those characteristics in their own faith journey, as we, too, seek to live 'unashamedly'.	This module challenges students to consider the example of Jesus regarding His care for those who were in need. Further, identifying Biblical principles, students are encouraged to include service to others in their daily lives. Identifying those in need will be part of the study.	This module examines aspects of leadership, Biblical and otherwise which will provide students with an understanding that each of them has a role as a leader within his/her personal community. Further, that those qualities demonstrated by Biblical leaders can be employed by them in their Christian leadership experiences.
Module 5	Module 6	Module 7	Module 8
This module will examine the life of Jesus as recorded in the Gospels. It will examine events in the life of Jesus to build a picture of what allowed Him to reveal God's character perfectly. We will seek to apply what we identify to our own lives.	This module will examine the basis for Christian morals and ethics. Students will examine the lives of selected Bible characters in order to extract understanding from their experiences. It will focus on the words of Jesus as a guide to our contemporary choices. A practical guide to Christian decision-making will be presented.	This module will explore the needs within our local communities and abroad and what others are doing to make a difference. This unit will also provide opportunity for us to respond by becoming engaged in a community project.	In this module students will survey the world in which we live and identify those forces which exert pressure on an individual towards a particular behaviour pattern. Students will be confronted with the need to make a strong choice for a life of faith that is anchored in a living relationship with Jesus.

Assessment

Students will receive a certificate of completion at the end of their senior phase of learning that outlines their passed modules. This certificate contributes towards a student's graduation from the College.

Prerequisites

There are no academic prerequisites.

ENGLISH

Literacy option 1: General senior compulsory subject

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none">• Examining and creating perspectives in texts• Responding to a variety of non-literary and literary texts• Creating responses for public audiences and persuasive texts	Texts and culture <ul style="list-style-type: none">• Examining and shaping representations of culture in texts• Responding to literary and non-literary texts, including a focus on Australian texts• Creating imaginative and analytical texts	Textual connections <ul style="list-style-type: none">• Exploring connections between texts• Examining different perspectives of the same issue in texts and shaping own perspectives• Creating responses for public audiences and persuasive texts	Close study of literary texts <ul style="list-style-type: none">• Engaging with literary texts from diverse times and places• Responding to literary texts creatively and critically• Creating imaginative and analytical texts

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Extended response — written response for a public audience 25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — imaginative written response 25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Extended response — persuasive spoken response 25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — analytical written response 25%

Prerequisites

Minimum of a mid C in Year 10 English.

ESSENTIAL ENGLISH

Literacy option 2: Applied senior compulsory subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none">• Responding to a variety of texts used in and developed for a work context• Creating multimodal and written texts	Texts and human experiences <ul style="list-style-type: none">• Responding to reflective and nonfiction texts that explore human experiences• Creating spoken and written texts	Language that influences <ul style="list-style-type: none">• Creating and shaping perspectives on community, local and global issues in texts• Responding to texts that seek to influence audiences	Representations and popular culture texts <ul style="list-style-type: none">• Responding to popular culture texts• Creating representations of Australian identities, places, events and concepts

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and a common internal assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Extended response — spoken/signed response	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Extended response — Written response

Prerequisites

There are no academic prerequisites.

ESSENTIAL MATHEMATICS

Numeracy option 1: Applied senior compulsory subject

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">•• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

Equipment

Students are required to have a scientific calculator at all lessons. Rulers, protractors, set squares and compasses are required for some units of work.

Prerequisites

There are no academic prerequisites.

GENERAL MATHEMATICS

Numeracy option 2: General senior compulsory subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none">• Consumer arithmetic• Shape and measurement• Linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none">• Applications of trigonometry• Algebra and matrices• Univariate data analysis	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none">• Bivariate data analysis• Time series analysis• Growth and decay in sequences• Earth geometry and time zones	Investing and networking <ul style="list-style-type: none">• Loans, investments and annuities• Graphs and networks• Networks and decision mathematics

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15%
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination	

Equipment

Students are required to have a scientific calculator at all lessons. Rulers, protractors, set squares and compasses are required for some units of work.

Prerequisites

A minimum of a C in Year 10 **General Mathematics Preparation** is highly recommended.

MATHEMATICAL METHODS

Numeracy option 3: General senior compulsory subject

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and

physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none">• Arithmetic and geometric sequences and series 1• Functions and graphs• Counting and probability• Exponential functions 1• Arithmetic and geometric sequences	Calculus and further functions <ul style="list-style-type: none">• Exponential functions 2• The logarithmic function 1• Trigonometric functions 1• Introduction to differential calculus• Further differentiation and applications 1• Discrete random variables 1	Further calculus <ul style="list-style-type: none">• The logarithmic function 2• Further differentiation and applications 2• Integrals	Further functions and statistics <ul style="list-style-type: none">• Further differentiation and applications 3• Trigonometric functions 2• Discrete random variables 2• Continuous random variables and the normal distribution• Interval estimates for proportions

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20% Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15%
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination	

Equipment

The graphic calculator, model fx-CG50AU is required. A letter handed out with reports outlines how to purchase the calculator online. It is not readily available in stores. Please do not purchase any other type of graphic calculator. Approximate cost is \$220.

Prerequisites

Minimum of a C+ in Year 10 **Mathematical Methods Preparation** with at least a C in ‘Problem Solving and Reasoning’.

Students will require a good level of mathematical ability and interest, with a degree of abstract thought capability.

ACCOUNTING

General senior elective subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

By the conclusion of the course of study, students will:

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none">• Accounting for a service business — cash, accounts receivable, accounts payable and no GST• End-of-month reporting for a service business	Management effectiveness <ul style="list-style-type: none">• Accounting for a trading GST business• End-of-year reporting for a trading GST business	Monitoring a business <ul style="list-style-type: none">• Managing resources for a trading GST business — non-current assets• Fully classified financial statement reporting for a trading GST business	Accounting — the big picture <ul style="list-style-type: none">• Cash management• Complete accounting process for a trading GST business• Performance analysis of a listed public company

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4		
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — cash management	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — combination response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — short response	25%

Prerequisites

Minimum of a C in Year 10 **English**. A minimum of a C in Year 10 **Economics and Business** is highly recommended.

AQUATIC PRACTICES

Applied senior elective subject

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

By the conclusion of the course of study, students should:

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts

Structure

The Aquatic Practices course is designed around the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study.

Areas of study	Core topics	Elective topics
Environmental	<ul style="list-style-type: none">• Environmental conditions• Ecosystems• Conservation and sustainability	
Recreational	<ul style="list-style-type: none">• Entering the aquatic environment	<ul style="list-style-type: none">• Aquatic activities
Commercial	<ul style="list-style-type: none">• Employment	<ul style="list-style-type: none">• Aquaculture, aquaponics and aquariums
Cultural	<ul style="list-style-type: none">• Cultural understandings	
Safety and management practices	<ul style="list-style-type: none">• Legislation, rules and regulations for aquatic environments• Equipment maintenance and operations• First aid and safety• Management practices	
Cert II Outdoor Recreation Scuba Diving	<ul style="list-style-type: none">• 4 credits for this certificate	

Assessment

There will be three or four formative assessments covering Units 1 and 2.

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four assessments, including no more than two assessment instruments from any one technique outlined below.

Project	Investigation	Extended response	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least 2 different components from the following: <ul style="list-style-type: none">• written: 500–900 words• multimodal: 3–6 minutes• product: continuous class time.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item	<ul style="list-style-type: none">• performance: continuous class time to develop and practice the performance.

Equipment

Masks, fins, snorkel, optional wetsuit

Additional Costs

As this is a practical subject there will be additional costs associated with excursions, trips and other learning resources.

Conditions

Must have a good swimming ability and be able to pass a dive medical.

As there are high risk activities involved, students must be willing and able to follow instructions, be compliant and responsible.

Prerequisites

There are no academic prerequisites.

BIOLOGY

General senior elective subject

Biology provides opportunities for students to engage with the study of living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop and a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation education, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms	Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics	Heredity and continuity of life <ul style="list-style-type: none">• DNA, genes and the continuity of life• Continuity of life on Earth

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination	

Additional Costs

Year 12 – Overnight field trip

Year 11 – Field trip (full day)

Prerequisites

Minimum of a C in Year 10 **English, General Mathematics Preparation and Science** or a B in **Science (Core)**.

CHEMISTRY

General senior elective subject

Chemistry provides opportunities to engage with materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions — reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">• Properties and structure of organic materials• Chemical synthesis and design

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination	

Conditions

Practical work is an essential part of the course. Students are expected to be self-motivated and capable of independent work.

Prerequisites

Minimum of a C in Year 10 **English, Mathematical Methods Preparation and Science**. It is highly recommended to also study **Yr 11/12 Mathematical Methods**.

DESIGN

General senior elective subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none">• Experiencing design• Design process• Design styles	Commercial design <ul style="list-style-type: none">• Explore — client needs and wants• Develop — collaborative design	Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design <ul style="list-style-type: none">• Explore — sustainable design opportunities• Develop — redesign

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — design challenge	15% Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project 25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project	35% Summative external assessment (EA): <ul style="list-style-type: none">• Examination — design challenge 25%

Additional Costs

No additional costs are anticipated. However, some material selection may incur additional cost.

Prerequisites

There are no academic prerequisites.

DIGITAL SOLUTIONS

General senior elective subject

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none">• Understanding digital problems• User experiences and interfaces• Algorithms and programming techniques• Programmed solutions	Application and data solutions <ul style="list-style-type: none">• Data-driven problems and solution requirements• Data and programming techniques• Prototype data solutions	Digital innovation <ul style="list-style-type: none">• Interactions between users, data and digital systems• Real-world problems and solution requirements• Innovative digital solutions	Digital impacts <ul style="list-style-type: none">• Digital methods for exchanging data• Complex digital data exchange problems and solution requirements• Prototype digital data exchanges

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation — technical proposal 20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — folio 25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project — digital solution 30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination 25%

Prerequisites

A minimum of a B in Year 10 **Digital Technologies** is highly recommended.

DRAMA

General senior elective subject

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, science and technology, public relations and research.

Objectives

By the conclusion of the course of study, students will:

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	<p>Reflect How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	<p>Challenge How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	<p>Transform How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%	
Summative external assessment (EA): 25%		
• Examination — extended response		

Additional Costs

Students will need to attend several evening programs and excursions to complete certain assessment tasks. Some of these excursions will incur additional costs.

Prerequisites

Minimum of a C in Year 10 English.

ECONOMICS

General senior elective subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent subject choice for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

By the conclusion of the course of study, students will:

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none">• The basic economic problem• Economic flows• Market forces	Modified markets <ul style="list-style-type: none">• Markets and efficiency• Case options of market measures and strategies	International economics <ul style="list-style-type: none">• The global economy• International economic issues	Contemporary macroeconomics <ul style="list-style-type: none">• Macroeconomic objectives and theory• Economic management

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25% Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination — extended response to stimulus
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — research report	25% Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response

Prerequisites

Minimum of a C in Year 10 English. A minimum of a B in Year 10 English is highly recommended.

ENGINEERING

General senior elective subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society <ul style="list-style-type: none">• Engineering history• The problem-solving process in Engineering• Engineering communication• Introduction to engineering mechanics• Introduction to engineering materials	Emerging technologies <ul style="list-style-type: none">• Emerging needs• Emerging processes and machinery• Emerging materials• Exploring autonomy	Statics of structures and environmental considerations <ul style="list-style-type: none">• Application of the problem-solving process in Engineering• Civil structures and the environment• Civil structures, materials and forces	Machines and mechanisms <ul style="list-style-type: none">• Machines in society• Materials• Machine control

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Project — folio 25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — folio 25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination 25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination 25%

Prerequisites

Minimum of a B in Year 10 **Engineering Technology**. A minimum of a B in Year 10 **Mathematical Methods Preparation** is highly recommended.

FOOD & NUTRITION

General senior elective subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none">• Introduction to the food system• Vitamins and minerals• Protein• Developing food solutions	Food drivers and emerging trends <ul style="list-style-type: none">• Consumer food drivers• Sensory profiling• Labelling and food safety• Food formulation for consumer markets	Food science of carbohydrate and fat <ul style="list-style-type: none">• The food system• Carbohydrate• Fat• Developing food solutions	Food solution development for nutrition consumer markets <ul style="list-style-type: none">• Formulation and reformulation for nutrition consumer markets• Food development process

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination	20% Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — folio 30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project — folio	25% Summative external assessment (EA): <ul style="list-style-type: none">• Examination 25%

Additional Costs

Students will need to supply some ingredients for assessments.

Prerequisites

Minimum of a C in Year 10 English.

INDUSTRIAL TECHNOLOGY SKILLS

Applied senior elective subject

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

By the conclusion of the course of study, students should:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

Core topics	Industry area	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	Building and construction	<ul style="list-style-type: none">• Bricklaying• Plastering and painting• Concreting• Carpentry• Tiling• Landscaping
	Furnishing	<ul style="list-style-type: none">• Cabinet-making• Furniture finishing• Furniture-making• Glazing and framing• Upholstery
	Industrial graphics	<ul style="list-style-type: none">• Engineering drafting• Building and construction drafting• Furnishing drafting

Assessment

There will be three or four formative assessments covering Units 1 and 2.

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including at least two projects.

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3–6 minutes• product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item

Additional Costs

Students will need to fund the cost of materials for projects constructed in Year 11 and 12. The purchase of workplace health and safety clothing/footwear will also be required. Further information about this will be given on commencement of the course.

Prerequisites

There are no academic prerequisites.

LEGAL STUDIES

General senior elective subject

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none">• Legal foundations• Criminal investigation process• Criminal trial process• Punishment and sentencing	Balance of probabilities <ul style="list-style-type: none">• Civil law foundations• Contractual obligations• Negligence and the duty of care	Law, governance and change <ul style="list-style-type: none">• Governance in Australia• Law reform within a dynamic society	Human rights in legal contexts <ul style="list-style-type: none">• Human rights• The effectiveness of international law• Human rights in Australian contexts

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25% Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — argumentative essay
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — inquiry report	25% Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response

Prerequisites

Minimum of a C in Year 10 English. A minimum of a B in Year 10 English is highly recommended.

MEDIA ARTS IN PRACTICE

Applied senior elective subject

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Objectives

By the conclusion of the course of study, students should:

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

Structure

The Media Arts in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none">• Media technologies• Media communications• Media in society	<ul style="list-style-type: none">• Graphic design• Interactive media• Moving images• Still image

Assessment

There will be three or four formative assessments covering Units 1 and 2.

Assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.
- the teacher will choose 1 other assessment from the options listed below.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3–6 minutes• product: variable conditions.	<ul style="list-style-type: none">• variable conditions	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal<ul style="list-style-type: none">– non-presentation: 10 A4 pages max (or equivalent)– presentation: 4–7 minutes.	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal<ul style="list-style-type: none">– non-presentation: 10 A4 pages max (or equivalent)– presentation: 4–7 minutes.

Equipment

External hard drive or minimum 5GB USB.

Prerequisites

There are no academic prerequisites.

MODERN HISTORY

General senior elective subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Objectives

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none">• French Revolution, 1789–1799• Russian Revolution, 1905–1920s	Movements in the modern world <ul style="list-style-type: none">• Independence movement in India, 1857–1947• Anti-apartheid movement in South Africa, 1948–1991	National experiences in the modern world <ul style="list-style-type: none">• Germany, 1914–1945• United States of America, 1917–1945	International experiences in the modern world <ul style="list-style-type: none">• Australian engagement with Asia since 1945• Cold War, 1945–1991

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — essay in response to historical sources 25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — historical essay based on research 25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Independent source investigation 25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — short responses to historical sources 25%

Prerequisites

Minimum of a C in Year 10 English. Minimum of a B in Year 10 English and History is highly recommended.

MUSIC

General senior elective subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education, employment and service in the fields of arts administration, communication, education, creative industries, public relations, science and technology and worship.

Objectives

By the conclusion of the course of study, students will:

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Innovations Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Performance	20%
Summative internal assessment 2 (IA2): • Composition	20%
Summative external assessment (EA): 25% • Examination	

Additional Costs

Extra costs may include: earphones, score and/or audio files, manuscript paper and fees for concert performance excursions. Individual instrumental tuition would be an advantage.

Prerequisites

Minimum of a C in Year 10 English. Minimum of a C in Year 10 Music is highly recommended.

MUSIC EXTENSION (COMPOSITION)

General senior elective subject

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

By the conclusion of the course of study, students will:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music idea

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

Assessment

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Composition 1 20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Composition project 35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Composition 2 20%	
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response	

Additional Costs

Extra costs relating to this subject include: earphones, student's instruments, costs of scores and/or audio files, fees for concert performance excursions and contribution towards fees for recital venues. Individual instrumental tuition would be an advantage.

Prerequisites

Complete both semesters of Year 11 **Music** with a minimum C standard and be enrolled in Year 12 **Music**.

MUSIC EXTENSION (MUSICOLOGY)

General senior elective subject

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

By the conclusion of the course of study, students will:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

Assessment

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation 1	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation 2	20%
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response	

Additional Costs

Extra costs relating to this subject include: earphones, student's instruments, costs of scores and/or audio files, fees for concert performance excursions and contribution towards fees for recital venues. Individual instrumental tuition would be an advantage.

Prerequisites

Complete both semesters of Year 11 **Music** with a minimum C standard and be enrolled in Year 12 **Music**.

MUSIC EXTENSION (PERFORMANCE)

General senior elective subject

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

By the conclusion of the course of study, students will:

- apply literary skills
 - evaluate music and ideas about music
 - examine music and ideas about music
 - express meaning, emotion or ideas about music
 - apply technical skills
 - interpret music elements and concepts
- realise music ideas

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

Assessment

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance 1	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation 2	20%
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response	

Additional Costs

Extra costs relating to this subject include: earphones, student's instruments, costs of scores and/or audio files, fees for concert performance excursions and contribution towards fees for recital venues. Individual instrumental tuition would be an advantage.

Prerequisites

Complete both semesters of Year 11 **Music** with a minimum C standard and be enrolled in Year 12 **Music**.

PHYSICAL EDUCATION

General senior elective subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none">• Motor learning integrated with a selected physical activity• Functional anatomy and biomechanics integrated with a selected physical activity	Sport psychology, equity and physical activity <ul style="list-style-type: none">• Sport psychology integrated with a selected physical activity• Equity — barriers and enablers	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none">• Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity• Ethics and integrity	Energy, fitness and training and physical activity <ul style="list-style-type: none">• Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4		
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Project — folio (includes practical assessment)	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — folio (includes practical assessment)	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — report	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Equipment

Full sports uniform, appropriate runners, studded boots, water bottle, whistle and BAC PE bag.

Prerequisites

Minimum of a C in Year 10 **English** and **HPE**. It is highly recommended that students have undertaken one **HPE Academy** class in Years 9 and 10.

PHYSICS

General senior elective subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding of diverse natural phenomena that may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence.

Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to

evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none">• Heating processes• Ionising radiation and nuclear reactions• Electrical circuits	Linear motion and waves <ul style="list-style-type: none">• Linear motion and force• Waves	Gravity and electromagnetism <ul style="list-style-type: none">• Gravity and motion• Electromagnetism	Revolutions in modern physics <ul style="list-style-type: none">• Special relativity• Quantum theory• The Standard Model

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10% Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination	

Additional Costs

Cost of the equipment and/or parts for the research project in Years 11 and 12 is approximately \$30.

Recommended Co-study

It may be useful for physics students to study **Specialist Mathematics** and **Engineering** as these courses complement each other to some degree.

Prerequisites

Minimum of a C in Year 10 **English**, **Mathematical Methods Preparation**, and **Science**, and must be enrolled in **Mathematical Methods**.

SPECIALIST MATHEMATICS

General senior elective subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none">• Combinatorics• Vectors in the plane• Introduction to proof	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none">• Complex numbers 1• Trigonometry and functions• Matrices	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none">• Proof by mathematical induction• Vectors and matrices• Complex numbers 2	Further statistical and calculus inference <ul style="list-style-type: none">• Integration and applications of integration• Rates of change and differential equations• Statistical inference

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15%
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination	

Equipment

The graphic calculator, model fx-CG50AU is required. A letter handed out with reports outlines how to purchase the calculator online. It is not readily available in stores. Please do not purchase any other type of graphic calculator. Approximate cost is \$220.

Prerequisites

Minimum of a C+ in Year 10 **Mathematical Methods Preparation** with at least a C in the proficiency strand *Problem Solving and Reasoning*.

SPORT & RECREATION

Applied senior elective subject

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

By the conclusion of the course of study, students should:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none">• Sport and recreation in the community• Sport, recreation and healthy living• Health and safety in sport and recreation activities• Personal and interpersonal skills in sport and recreation activities	<ul style="list-style-type: none">• Active play and minor games• Challenge and adventure activities• Games and sports• Lifelong physical activities• Sport and recreation physical activities

Assessment

There will be three or four formative assessments covering Units 1 and 2.

Assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.
- the teacher will choose 2 other assessments from the options listed below.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes• performance: 2–4 minutes.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	• 2–4 minutes*	• 60–90 minutes • 50–250 words per item

Additional Costs

There will be some additional costs associated with various sports.

Prerequisites

There are no academic prerequisites.

VISUAL ART

General senior elective subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none">• Concept: lenses to explore the material world• Contexts: personal and contemporary• Focus: People, place, objects• Media: 2D, 3D, and time-based	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none">• Concept: art as a coded visual language• Contexts: formal and cultural• Focus: Codes, symbols, signs and art conventions• Media: 2D, 3D, and time-based	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none">• Concept: constructing knowledge as artist and audience• Contexts: contemporary, personal, cultural and/or formal• Focus: student-directed• Media: student-directed	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none">• Concept: evolving alternate representations and meaning• Contexts: contemporary and personal, cultural and/or formal• Focus: continued exploration of Unit 3 student-directed focus• Media: student-directed

Assessment

There will be three or four formative assessments covering Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. BAC will develop three summative internal assessments and an external assessment is developed by the QCAA. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%
Summative external assessment (EA): 25% • Examination	

Additional Costs

Most basic materials are provided by the College. However on occasion students may have to purchase task-specific materials at their own expense.

Prerequisites

A minimum of C in Year 10 **English** is highly recommended.

TAFE SUBJECTS

Why Choose a TAFE Subject?

TAFE Qld is industry integrated, has a focus on job training and can be a stepping stone to university and thus offers a wide range of short courses. These courses range over vocational, physical and practical areas. Some of the courses available include: animal studies, beauty and hairdressing, business and justice studies, early childhood education and care, fashion, hospitality, media and digital design, health support, tourism and events, graphic design, motor mechanics, fitness, construction, and electrotechnology. The courses carry formal credit towards higher certificate courses and so provide credits towards QCE and can kick start a career.

TAFE Qld has various campuses around Brisbane with Mt Gravatt, Logan, Southbank, and Alexandra Hills campuses being closest to BAC. Skills Tech Australia offers courses at Alexandra Hills and Acacia Ridge.

A **TAFE** option allows students to extend their knowledge in an area of their own choosing. It is recommended that students involved in a **TAFE** course or school-based apprenticeship undertake only five school based subjects.

Costs

Parents or caregivers are responsible for tuition, materials and transportation costs. Material costs vary according to the course.

For further information regarding TAFE QLD refer to the following website.

<https://tafeqld.edu.au/assets/oneweb/PDF/course-guides/2019/2019-greater-brisbane-tafe-at-school-course-guide.pdf>

SCHOOL OF DISTANCE EDUCATION (SDE)

Why Choose an SDE Subject?

SDE provides a wide range of General subjects for school-based enrolments.

Content

Course outlines for the **SDE** subjects can be found at the following locations:

<https://brisbanesde.eq.edu.au/Curriculum/Seniorsecondary/Pages/Course-Outlines.aspx>

<https://cairnssde.eq.edu.au/Curriculum/Seniorsecondary/Pages/Course-Outlines.aspx>

Please note that at the time of printing this booklet, the Schools of Distance Education had not updated their website to incorporate 2019 information. Some of these subjects have limited availability and some certificates may not be offered in 2019.

Courses

General Subjects	Applied Subjects
Ancient History	<i>Business Studies</i>
Chinese	<i>Information & Communication Technology</i>
French	<i>Science in Practice</i>
Geography	<i>Social and Community Studies</i>
German	<i>Visual Arts in Practice</i>
Health	Vocational Certificates
Indonesian	<i>Cert I, II & III in Business</i>
Italian	<i>Cert I & II in Information, Digital Media and Technology</i>
Japanese	<i>Cert I & II in Skills for Work and Vocational Pathways</i>
Psychology	<i>Cert II in Financial Services</i>
Spanish	<i>Cert III in Accounts Administration</i>
	<i>Cert III in Early Childhood Education and Care</i>

Additional Costs

BAC provides the opportunity for students to undertake courses from SDE in Years 9 to 12, however all fees that are billed to the school are passed onto the parent/caregivers through the term fee statements. Current costs for non-state school students to enrol in a course with SDE are approximately \$1500/year.

Prerequisites

As per SDE Handbook.

SENIOR CO-CURRICULAR PARTICIPATION

CHAPEL

The College chapel is a beautiful worship space used for weekly primary and secondary worship services with architecture that maximises natural light and acoustics, the chapel provides a calming influence in our frenetic daily pace and a chance to focus on worship and spiritual connections.

With an emphasis on music from our worship band and song leaders, and practical lessons from the Bible, chapel services are aimed at uplifting and enhancing our College community. People of all faiths and denominations, including parents, are welcome to join us for worship at chapel each week.

SCHOOL SPORT

BAC believes in the importance of an active and healthy lifestyle for all students. Therefore, the sport department offers a wide range of individual or team sporting activities each Wednesday afternoon. Each sport block, students are required to choose to participate in a College representative sport, a recreational paid sport, or a recreational non-paid sport. Sport options offered throughout the year may include:

- Archery
- Athletics Training
- Basketball
- Beach Sports
- Billiards
- Community Service
- Cricket
- Dodge ball
- Flag Grid Iron
- Futsal
- Golf
- Ice Skating
- Indoor/Outdoor Games
- Mountain Biking
- Netball
- Rock Climbing
- Soccer
- Squash
- Swimming
- Table Tennis
- Ten Pin Bowling
- Tennis
- Touch Football
- Ultimate Frisbee
- Volleyball
- Walking
- Weights
- Zumba

This list may change at the discretion of the College.

Full BAC sport uniform is required for participation.



YEAR 11 and 12 SUBJECT SELECTION FORM

This form should be completed with reference to the 'Senior Student Info Guide'.

Choose one subject from each line keeping in mind the prerequisites required.

Before selecting 'Pathway' on a line, see information below on Alternate Pathways.

If choosing a subject from School of Distance Education (SDE), enter subject name in space provided

Student's Full Name:		Year:			
SUBJECTS - Choose one option from lines 2 - 7					
1 Encounter (required)					
2 <input type="checkbox"/> English		<input type="checkbox"/> <i>Essential English</i>			
3 <input type="checkbox"/> Mathematical Methods		<input type="checkbox"/> General Mathematics		<input type="checkbox"/> <i>Essential Maths</i>	
4 <input type="checkbox"/> Specialist Mathematics	<input type="checkbox"/> Modern History	<input type="checkbox"/> Music	<input type="checkbox"/> Physical Education	<input type="checkbox"/> <i>Media Arts in Practice</i>	<input type="checkbox"/> Pathway <input type="checkbox"/> SDE
5 <input type="checkbox"/> Biology	<input type="checkbox"/> Accounting	<input type="checkbox"/> Digital Solutions	<input type="checkbox"/> Engineering	<input type="checkbox"/> <i>Industrial Tech Skills</i>	<input type="checkbox"/> Pathway <input type="checkbox"/> SDE
6 <input type="checkbox"/> Chemistry	<input type="checkbox"/> Legal Studies	<input type="checkbox"/> Visual Art	<input type="checkbox"/> Design	<input type="checkbox"/> <i>Aquatic Practices</i>	<input type="checkbox"/> Pathway <input type="checkbox"/> SDE
7 <input type="checkbox"/> Physics	<input type="checkbox"/> Economics	<input type="checkbox"/> Drama	<input type="checkbox"/> Food & Nutrition	<input type="checkbox"/> <i>Sport & Recreation</i>	<input type="checkbox"/> Pathway <input type="checkbox"/> SDE
ALTERNATE PATHWAYS – 'Early Start'					
Tick the appropriate box and arrange an appointment with our Careers Advisor as soon as possible . These options contribute credits towards a QCE. Conditions apply to these options.					
<input type="checkbox"/> TAFE Certificate or Diploma – one day per week – eligible to do one less elective subject in lieu					
<input type="checkbox"/> School Based Apprenticeship – one/two days per week – eligible to do one/two less elective subjects in lieu					
<input type="checkbox"/> Tertiary Enhanced Studies Program – one day per week – eligible to do one less elective subject in lieu					

We have read and utilised the information from the 'Senior Student Info Guide' to determine subject selection.
We understand that the selections chosen:

contribute towards an ATAR do not contribute towards an ATAR

Student's Signature

Parent/Caregiver's Signature

Date

NOTES:

1. Subjects shown in normal print are 'General subjects' that contribute credits to the QCE and ATAR.
2. Subjects shown in *italics* are 'Applied subjects' and contribute credits towards the QCE.
3. Please note: some classes have limited availability. If a class is full, another subject selection on that line is requested. This may also occur if a student has not met a subject's prerequisite requirements. Minimum numbers may be required for subjects to be offered.
4. Some subjects/courses may involve additional costs.
5. SDE refers to the School of Distance Education and all course costs related to this mode of study (\$1400) will need to be paid directly to SDE with the completed enrolment application – see <https://brisbanesde.eq.edu.au> or <https://cairnssde.eq.edu.au> for more information and details.

GLOSSARY

Acronym	Full Name
ATAR	Australian Tertiary Admission Rank
AQF	Australian Qualifications Framework
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QCIA	Queensland Certificate of Individual Achievement
QTAC	Queensland Tertiary Admissions Centre
SDE	School of Distance Education
SET	Senior Education and Training
TAFE	Technical and Further Education
VET	Vocational Education and Training

HELPFUL WEBSITES

QTAC's My Path

<https://www.qtac.edu.au/ATAR-my-path/my-path>

Useful Websites for Senior Pathway Planning

<https://www.qcaa.qld.edu.au/senior/new-snrs-assessment-te/senior-pathway-planning/useful-websites>

Queensland Certificate of Education Brochure

https://www.qcaa.qld.edu.au/downloads/senior/snrs_new_assess_te_qce_factsheet_requirements.pdf?utm_medium=email&utm_campaign=Senior+pathways+Update+July+2018&utm_content=QCE+requirements+factsheet+link&utm_source=www.vision6.com.au

Student Connect

<https://studentconnect.qcaa.qld.edu.au/>

TAFE at School – 2019 Course Guide

<https://tafeqld.edu.au/assets/oneweb/PDF/course-guides/2019/2019-greater-brisbane-tafe-at-school-course-guide.pdf>

Valid and reliable senior assessment

